

THE COUNSELOR'S ROLE AS PERCEIVED  
BY THE TWELFTH GRADE STUDENT

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A Field Report  
Presented to  
The School of Graduate Studies  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Kirby D. Fuller

May 1971

1971  
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Approved by Committee:

Howard W. Traylor  
Chairman

Frank C. Tideman

Earl L. Canfield  
Dean of the School of Graduate Studies

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## Chapter 1

### INTRODUCTION

Everything is in the process of change in this world. Just as ideas change so do images persons have of various professions change. The image of the guidance counselor and how he is perceived by those he would counsel is very important if he is to help those whom he is assigned to help. One of the functions of the counselor is to project an image of being able to give assistance to students in their educational, vocational, and personal-emotional problems.

In the past few years the guidance program of the public schools has come under considerable examination. As schools and communities have realized the need for guidance, there have been numerous studies undertaken to examine the guidance services. In undertaking the evaluation of the guidance programs, most studies have attempted to gain the viewpoints of parents, teachers, guidance counselors and other specialists in the guidance area. However, in gathering these opinions and evaluating the guidance programs, investigators have rarely asked the opinions of the group directly involved in the program--the students. It is for this reason that this particular study was initiated, to see whether students are gaining any benefits from the guidance services offered in their particular schools.<sup>1</sup>

### THE PROBLEM

#### Statement of the Problem

It is the purpose of this study to ascertain information that will be relative to the following: Do twelfth grade students believe that their counselor can help them in their educational, vocational,

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<sup>1</sup>Robert L. Gibson, "Pupil Opinions of High School Guidance Programs," Personnel and Guidance Journal, XL (January, 1962), 453.

and personal-emotional development? Also, to determine how senior high school students perceive the helpfulness of their counselor in their educational, vocational, and personal-emotional development; and to determine the areas in which they believe the counselor can provide acceptable assistance to them.

### Importance of the Study

Guidance counselors need to continually bring attention to guidance programs to communicate the purposes and services available to students. Without this communication there can be little knowledge on the part of students as to what a counselor is and does. Students need to receive the full benefits of test interpretation and other data collected for educational and vocational development. This information can be interpreted to the students best by an individual counseling situation. Counselors are trained to help students in their personal-emotional problems, but to do this properly there must be available to the counselor, and any student seeking help, adequate time for proper counseling. It is obvious that such help cannot be given if guidance counselors are functioning too much in peripheral activities which relate only slightly to counseling.

The writer believes that in order to have a guidance program that meets its purposes, it is important that the needs of the students be met. The needs of the students can best be determined by asking them pertinent questions which will ascertain what help the guidance program has been to them as they have perceived it.

With regard to this, Gibson said:

This survey represents an attempt to study this phase of the school program from the viewpoint of the group most directly

affected--the students, with the belief that an understanding of pupil information about attitudes towards, and utilization of their school guidance programs would be significant to guidance counselors in secondary school programs and, also, could present implications for counselor trainers directing college training programs in counselor preparation.<sup>1</sup>

#### RELATED LITERATURE

This investigator found that literature related to this particular survey of sounding out opinions of students is somewhat limited. Most surveys of guidance counseling approach the service from the opinions of adults connected with it. Teachers, administrators, and parents opinions have been largely sought. The writer found some studies which approached the process of counseling from the student's view.

##### Report of Grant Study

Grant developed an open end opinionnaire to determine those areas in which the counselor could provide acceptable assistance to the students. The students were asked to list three choices of persons with whom they discussed the problems involved. The questionnaire was grouped into three areas which were educational planning, vocational planning, and emotional problems. The students helped administer the questionnaire after a briefing to explain procedures. No member of the faculty participated.<sup>2</sup>

Participants were instructed to refer to teachers, counselors,

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<sup>1</sup>Ibid.

<sup>2</sup>Claude W. Grant, "How Students Perceive the Counselor's Role," Personnel and Guidance Journal, XXXII (March, 1954), 386.

and administrators by name, and to all others as friend, uncle, parent, minister, etc. These responses were segregated into three categories according to the choice of the respondents: (1) counselor, (2) other school personnel, and (3) non-school.<sup>1</sup>

Grant found that the counselor gives acceptable assistance in the categories of educational planning and vocational planning, but not as being of acceptable assistance in the emotional area. As a problem moves from being almost entirely a school problem, non-school people play a much greater role in decision making of school youth.<sup>2</sup>

Students failed to see the counselor or other school personnel as playing much of a role in their emotional problems. Only 4 percent put the counselor as first choice in helping them with emotional problems, 6 percent listed the counselor as second choice, and 6 percent listed the counselor as third choice.<sup>3</sup>

#### Report of Gibson Study

Gibson's questionnaire consisted of forty-five items as a means of seeking student opinions of their guidance counseling services. In selecting his items, Gibson covered the categories of general information, individual analysis, counseling, occupational and educational information, and group activities. The questionnaire was administered to 904 seniors in high schools. These high schools had had organized guidance counseling services for four years or more.

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<sup>1</sup>Ibid., p. 386.

<sup>2</sup>Ibid., p. 387.

<sup>3</sup>Ibid.

The data obtained were summarized through the efforts of counselors assisting schools and university counselor trainees.<sup>1</sup>

The following information became apparent: The students said that they liked and were proud of their school; 94 percent responded that they felt that the guidance program improved their school, but 27 percent said that it was of no value to them; 18 percent were not sure of the help they had received from their guidance counselor; 56 percent indicated that they were not sure of what was involved in the guidance procedure; and about 33 percent said that the program had never been explained to them at any time during their years in high school.<sup>2</sup>

Pupil opinions about individual analysis showed results such as: 52 percent of the students had not been able to examine their cumulative record or have it explained to them by the counselor. The students indicated that guidance tests had been administered to them. They received the results of the tests, but 34 percent of those surveyed felt they did not grasp nor understand the meaning of the tests and would have liked further interpretation. Eighty-six percent of the students thought they could examine their special abilities, aptitudes, and strong and weak points on their own. Also, 56 percent said that they felt they did not understand themselves sufficiently well enough. The students indicated that most of their teachers did not understand them although at least one teacher could help them with their problems

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<sup>1</sup>Gibson, op. cit., p. 453.

<sup>2</sup>Ibid., p. 454.



of a personal nature.<sup>1</sup>

According to Gibson's study in the area of counseling, it was found that students would rather talk over problems with other students than with the counselor, but felt that counselors did not have the time to do this.<sup>2</sup>

Occupational and educational material was found to be available to students. Planning for their future occupations had been made by nearly all seniors although 76 percent believed that it would not turn out as planned, 88 percent had discussed occupational plans with counselors, but only 24 percent said they had the opportunity to meet with people in job areas of interest to them. Even though the majority of pupils indicated that field trips would be of great value, only 8 percent participated in them.<sup>3</sup>

Students said that they had been able to participate in group activities as much as they desired, but also replied that they wish their school had other activities which were not available at this time. Group participation was encouraged by the counselors according to the students' opinions, but 55 percent said they had joined organizations because they were encouraged by friends or faculty.<sup>4</sup>

#### Report of Other Studies

Borow wrote that when young people are asked the question, "Who

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<sup>1</sup>Ibid., p. 455.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

influenced your choice of occupation?" (or major field of study), they rarely mention counselors, either in the schools or in public employment.<sup>1</sup> This reflects student opinion that counselors were not generally perceived as giving significant help.

Sinick and Hoppock in their study said that the Institute of Student Opinion collected questionnaire responses from 11,416 students, and when this group was asked what school subject best fit them for their final career, 13.2 percent chose occupational information courses rather than the usual subject matter curriculum.<sup>2</sup>

Muro and Revello found that students perceived the counselor as one who was helper and provided information and assistance in college placement.<sup>3</sup>

Klien wrote that teachers and school nurses probably handled a large number of personal problems that were bothering students.<sup>4</sup>

Jensen's study indicated that counselors were mentioned almost as often as parents and other non-school people as helpers with

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<sup>1</sup>Henry Borow, "Man in a World of Work," Proceedings of a Workshop for Counselors and Guidance Workers on Occupational Opportunities in Iowa, Report of the Center for Continuing Education Drake University, April, 1968, pp. 35-51.

<sup>2</sup>Daniel Sinick and Robert Hoppock, "Research on Teaching of Occupations, 1959-1960," Personnel and Guidance Journal, XL (October, 1961), 165.

<sup>3</sup>James Muro and Edward Revello, "Counselor-Student Perceptions of the Extent of Performance of Guidance Services," School Counselor, XVIII (January, 1970), 193.

<sup>4</sup>R. Klein, "The School Nurse as a Guidance Functionary," Personnel and Guidance Journal, XXXVIII (December, 1959), 193-199.

personal problems, but counselors were preferred over teachers for this purpose.<sup>1</sup>

After reviewing these studies, the writer found that they partially answered some of the questions posed by the problem, but the answers are based on past performances and opinions. The world and society have changed. The question remains if counselors have been able to project an image of being able to acceptably assist students with their educational and vocational plans and with personal-emotional problems.

#### OBJECTIVES

The following questions are stated to serve as objectives for this study: (1) Does the guidance counselor give acceptable assistance in the category of educational planning? (2) Does the guidance counselor give acceptable assistance in the category of vocational planning? (3) Does the guidance counselor give acceptable assistance in the category of personal-emotional problems?

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<sup>1</sup>R. E. Jensen, "Student Feelings About Counseling Help," Personnel and Guidance Journal, XXXIII (May, 1955), 498.

## Chapter 2

### PROCEDURES

#### General Design

A survey of the literature pertaining to pupil opinions of their guidance counselor was first conducted by the investigator.

An opinionnaire was constructed by the writer to sound out the feelings of twelfth grade students as to the helpfulness of their counselors. The statements covered the three general categories of educational planning, vocational planning, and personal-emotional problems.

This opinionnaire was administered to 200 twelfth grade students in four high schools. These four high schools consisted of two urban high schools and two suburban high schools. One urban school was a vocational-technical school and the other was a college preparatory school. Both suburban schools were college preparatory.

#### Permission to Conduct the Survey

It was determined by the investigator that permission to administer the opinionnaire in each of the four high schools would be necessary. This permission was sought by asking for authorization from the superintendents of two suburban school systems and from the Assistant Superintendent for Secondary Education employed by the urban school system.

The superintendent of one suburban school granted permission for this survey by telephone. Permission to survey the second

suburban school was granted by the superintendent in the form of a letter after the investigator had spoken with him by telephone explaining the purpose of the survey. Permission to administer the opinionnaire in the two urban schools was granted by the Assistant Superintendent for Secondary Education.

### Population and Sample

The population for this report was all twelfth grade students from a metropolitan area of 250,000 persons. The sample taken of this population consisted of 200 students. No distinctions were made as to sex or academic ability. This sample of students was divided among the four high schools as follows:

Urban Vocational-Technical . . . . .	50
Urban College Preparatory . . . . .	50
Suburban College Preparatory . . . . .	50
Suburban College Preparatory . . . . .	50

### Data and Instrumentation

An opinionnaire was constructed by the researcher and submitted to the advisor for approval. The advisor requested that the opinionnaire be examined by Dr. Richard Brooks of the College of Education, Drake University, Des Moines, Iowa. An appointment was made with Dr. Brooks to comply with this request. During the appointment, Dr. Brooks made suggestions as to how the opinionnaire could be changed and shortened for the sake of clarity. The opinionnaire was rewritten to conform with these suggestions and approval was then given by Dr. Brooks.

The revised opinionnaire was then submitted to the advisor for his approval. Approval was given by him and permission to proceed with this project was granted.

The opinionnaire was administered to three high school students to determine whether the directions were clear and if opinions could be given as to the helpfulness of the guidance counselor. This was done for further validation of the opinionnaire.

Fifty opinionnaires were taken by the researcher to each of the four high schools. The opinionnaires were administered at random to fifty twelfth grade students at each high school chosen for this survey.

Data consisted of twenty-four statements covering the three general areas of educational planning, vocational planning, and personal-emotional problems. A choice of four responses were listed after each of the statements along a continuum as follows:

very helpful	of little help
helpful	no help at all

The complete opinionnaire is reproduced in the Appendix.

### Analysis

The responses to each statement were carefully tabulated to correspond with the choice given. Percentages were computed on the basis of 200 responses equals 100 percent. A table was constructed to show the number of opinionnaires administered at each high school and the number completed. Three tables were constructed showing the percentage of responses to statements by twelfth grade students. The

tables are constructed in the three areas of personal-emotional problems, educational planning, and vocational planning. The responses were broken down to show the percentage of responses by schools surveyed and an average of these responses computed.

Three additional tables were constructed to show the percentage of positive and negative responses to statements concerning personal-emotional problems, educational plans, and vocational plans respectively. Very helpful and helpful were considered to be a positive response. Of little help and no help at all were considered to be negative in response. The expressions in percentages were computed on the bases of the 200 sample twelfth grade students and the responses they gave to each of the twenty-four statements on the opinionnaire.

## Chapter 3

### PRESENTATION OF FINDINGS

This chapter will present the findings of the opinionnaires which were administered to twelfth grade students.

A total of 200 opinionnaires were administered, completed and returned to the investigator. Fifty opinionnaires were administered in Suburban College Preparatory High School 1, and fifty opinionnaires were completed and returned to the investigator. Fifty opinionnaires were administered to twelfth grade students in Suburban College Preparatory High School 2, and fifty opinionnaires were completed and returned to the investigator. Fifty opinionnaires were administered in Urban College Preparatory High School, and fifty were completed and returned to the investigator. Fifty opinionnaires were administered to twelfth grade students in Urban Vocational-Technical High School, and fifty opinionnaires were returned to the investigator after being completed. This is shown in Table 1 which appears in the Appendix.

Concerning responses to statements posed as a problem hypothetically bothering the twelfth grade student in the area of personal-emotional problems the results expressed are as follows:

As to whether the counselor would be helpful if the student thought he should quit school and go to work to help his family: in school A, 24 percent of the twelfth grade students felt that the counselor would be very helpful in assisting them, 42 percent said that the counselor would be helpful, 22 percent responded that he would be



of little help, and 12 percent answered that the counselor would be of no help at all in assisting them with this problem. In school B, 28 percent responded that the counselor would be very helpful, 40 percent felt the counselor would be helpful, 24 percent indicated that he would be of little help, and 8 percent felt that the counselor would be of no help at all in assisting them with this problem. In school C, 22 percent said that the counselor would be very helpful in assisting the twelfth grade student with this problem, 46 percent responded that he would be helpful, 18 percent felt that the counselor would be of little help, and 14 percent felt that he would be no help at all. In school D, 28 percent felt that the counselor would be very helpful, 22 percent indicated that he would be helpful with this problem, 26 percent said that the counselor would be of little help, and 24 percent responded that the counselor would be of no help at all.

If the twelfth grade student were not getting along with his parents: in school A, 8 percent said that the counselor would be very helpful, 28 percent felt that he would be helpful, 44 percent indicated that the counselor would be of little help, and 10 percent said that he would be of no help at all with this problem. In school B, 4 percent responded that the counselor would be very helpful, 36 percent said that he would be helpful, 42 percent indicated that he would be of little help, and 18 percent felt that he would be no help at all. In school C, 12 percent responded that the counselor would be very helpful, 22 percent felt that he would be helpful, 44 percent said that the counselor would be of little help to them, and 22 percent felt that he would be no help at all in assisting them with this problem. In school D, 6 percent responded that the counselor would be

very helpful, 26 percent answered that he would be helpful, 34 percent felt that he would be of little help, and 34 percent said that the counselor would be no help at all with this problem.

As to whether the counselor would be helpful with the problem of the twelfth grade student getting into arguments all the time with his parents: in school A, no one felt that the counselor would be very helpful, 28 percent felt that he would be helpful, 24 percent responded that he would be of little help, and 48 percent indicated that the counselor would be no help at all in this situation. In school B, 2 percent said that the counselor would be very helpful, 22 percent responded that the counselor would be helpful, 38 percent felt that he would be of little help, and 28 percent indicated that he would be no help at all. In school C, 10 percent responded that the counselor would be very helpful, 22 percent said that he would be helpful, 38 percent responded that he would be of little help, and 30 percent felt that the counselor would be no help at all to him.

Regarding his feelings about the helpfulness of his counselor with the problem of his friends wanting him to try smoking pot, the twelfth grade students answered: in school A, 26 percent felt that the counselor would be very helpful, 20 percent felt that he would be helpful, 16 percent indicated that he would be of little help, and 38 percent said that he would be no help at all. In school B, 10 percent said that the counselor would be very helpful, 26 percent felt the counselor would be helpful, 32 percent said that he would be of little help, and 32 percent also said that he would be no help at all with this problem. In school C, 10 percent responded that the counselor would be very helpful, 14 percent said that he would be helpful,

26 percent felt he would be of little help, and 50 percent responded that the counselor would be no help at all to them. In school D, 4 percent felt that the counselor would be very helpful, 14 percent indicated that he would be helpful, 20 percent said that he would be of little help, and 62 percent felt that the counselor would be no help at all.

Concerning the helpfulness of his counselor with his problem of being hooked on heroin, the twelfth grade student thought this: in school A, 48 percent felt that the counselor would be very helpful, 10 percent responded that he would be helpful, 16 percent said that the counselor would be of little help, and 26 percent responded that the counselor would be no help at all. In school B, 20 percent indicated that the counselor would be very helpful, 28 percent said that he would be helpful, 32 percent felt that he would be of little help, and 20 percent thought that he would be no help at all to them. In school C, 22 percent said that the counselor would be very helpful, 18 percent felt that he would be helpful, 26 percent responded that he would be of little help, and 34 percent indicated that the counselor would be no help at all. In school D, 8 percent thought that the counselor would be very helpful, 28 percent thought he would be helpful, 24 percent responded that the counselor would be of little help, and 40 percent felt no help at all could be had from the counselor.

As to whether the twelfth grade student thought that the counselor would be helpful with the problem of being more popular with the opposite sex, the twelfth grade student responded: in school A,

0 percent thought that the counselor would be very helpful, 12 percent thought he would be helpful, 34 percent felt the counselor would be of little help, and 54 percent responded that he would be no help at all to them. In school B, 0 percent felt that the counselor would be very helpful, 10 percent indicated that he would be helpful, 34 percent said that he would be of little help, and 56 percent responded that the counselor would be no help at all. In school C, 0 percent thought that the counselor would be very helpful, 6 percent indicated that he would be helpful, 42 percent felt that he would be of little help, and 52 percent said that he would be no help at all to them. In school D, 2 percent said that the counselor would be very helpful, 6 percent responded that he would be helpful, 24 percent thought the counselor would be of little help, and 68 percent responded that he would be no help at all.

Regarding his feelings about the helpfulness of his counselor in deciding what his morals should be, the twelfth grade student responded: in school A, 18 percent felt that the counselor would be very helpful, 30 percent thought that he would be helpful, 32 percent responded that he would be of little help, and 32 percent said that he would be no help at all. In school B, 18 percent said that he would be very helpful, 26 percent indicated that the counselor would be helpful, 32 percent responded that he would be of little help, and 40 percent responded that the counselor would be no help at all to them. In school C, 8 percent thought that the counselor would be very helpful, 10 percent responded that he would be helpful, 32 percent said that the counselor would be of little help, and 52 percent

responded that the counselor would be no help at all. In school D, 2 percent responded that the counselor would be very helpful, 18 percent indicated that he would be helpful, 34 percent said that he would be of little help, and 46 percent responded that the counselor would be no help at all.

As to whether the counselor would be helpful in the case of a pregnancy, the twelfth grade student said: in school A, 18 percent indicated that the counselor would be very helpful, 22 percent responded that he would be helpful, 28 percent thought that he would be of little help, and 32 percent felt that he would be no help at all to them. In school B, 18 percent said that the counselor would be very helpful, 16 percent responded that he would be helpful, 46 percent felt that he would be of little help, and 20 percent said that the counselor would be no help at all to them. In school C, 8 percent felt that the counselor would be very helpful, 30 percent thought that he would be helpful, 26 percent said that the counselor would be of little help, and 36 percent felt that the counselor would be no help at all with this problem. In school D, 10 percent indicated that the counselor would be very helpful, 30 percent said that he would be helpful, 34 percent responded that he would be of little help, and 26 percent said that the counselor would be no help at all in this situation. See Table 2 in the Appendix.

The following information comes from the twelfth grade students' responses to statements posed as a problem hypothetically bothering the student in the area of educational planning. When a comparison of the helpfulness of the counselor is made by schools, the

results are as follows;

If the student were wanting more information about his past grades in school, the student indicated: in school A, 86 percent felt that the counselor would be very helpful, 10 percent said that he would be helpful, 2 percent responded that he would be of little help, and 2 percent felt that the counselor would be no help at all. In school B, 84 percent responded that the counselor would be very helpful, 16 percent said that he would be helpful, 0 percent felt that he would be of little help, and 0 percent felt that he would be no help at all. In school C, 80 percent indicated that the counselor would be very helpful, 14 percent said that he would be helpful, 4 percent felt that he would be of little help, and 2 percent responded that he would be no help at all to them. In school D, 72 percent felt that the counselor would be very helpful, 24 percent felt that he would be helpful, 2 percent said he would be of little help, and 2 percent responded that he would be no help at all.

Regarding the helpfulness of the counselor with the problem of study habits: in school A, 24 percent responded that he would be very helpful, 56 percent said that the counselor would be helpful, 18 percent indicated that he would be of little help, and 2 percent felt that he would be no help at all. In school B, 22 percent said that the counselor would be very helpful, 48 percent responded that the counselor would be helpful, 22 percent felt that he would be of little help, and 8 percent said that he would be no help at all. In school C, 28 percent responded that the counselor would be very helpful, 42 percent said he would be helpful, 16 percent indicated that he would be

of little help, and 14 percent said that the counselor would be no help at all to them. In school D, 26 percent felt that the counselor would be very helpful, 42 percent said that he would be helpful, 20 percent indicated that he would be of little help, and 12 percent felt that he would be no help at all to them.

Concerning the problem of wanting information about the meaning of his aptitude test scores the twelfth grade student responded: in school A, 74 percent said that the counselor would be very helpful, 18 percent indicated that he would be helpful, 4 percent responded that the counselor would be of little help, and 4 percent felt that he would be no help at all. In school B, 80 percent responded that the counselor would be very helpful, 14 percent said that he would be helpful, 2 percent indicated that the counselor would be of little help, and 4 percent felt that he would be no help at all. In school C, 66 percent indicated that the counselor would be very helpful, 28 percent said that he would be helpful, 2 percent responded that he would be of little help, and 4 percent said that the counselor would be no help at all to them. In school D, 62 percent responded that the counselor would be very helpful, 30 percent indicated that he would be helpful, 6 percent said that the counselor would be of little help, and 2 percent felt that he would be no help at all.

As to the helpfulness of the counselor about the wisdom of his educational plans after high school, the twelfth grade student responded: in school A, 60 percent felt that he would be very helpful, 30 percent said that he would be helpful, 8 percent responded that he would be of little help, and 2 percent indicated that the counselor

would be no help at all. In school B, 52 percent said that the counselor would be very helpful, 34 percent responded that he would be helpful, 10 percent felt that he would be of little help, and 4 percent indicated that the counselor would be no help at all to them. In school C, 40 percent indicated that the counselor would be very helpful, 46 percent responded that he would be helpful, 4 percent said he would be of little help, and 10 percent felt that the counselor would be no help at all. In school D, 32 percent indicated that the counselor would be very helpful, 42 percent felt that he would be helpful, 18 percent said that he would be of little help, and 8 percent responded that he would be no help at all.

Concerning advice about whether he should attend a college, a business school, or a technical school, the twelfth grade student responded: in school A, 62 percent felt that the counselor would be very helpful, 28 percent said that he would be helpful, 8 percent thought that the counselor would be of little help, and 2 percent said that he would be no help at all. In school B, 48 percent indicated that the counselor would be very helpful, 42 percent thought that he would be helpful, 8 percent responded that he would be of little help, and 2 percent said that he would be no help at all to them. In school C, 36 percent indicated that the counselor would be very helpful, 48 percent said that he would be helpful, 4 percent responded that the counselor would be of little help, 12 percent felt that he would be no help at all. In school D, 44 percent thought that the counselor would be very helpful, 36 percent responded that he would be helpful, 14 percent said that he would be of little help, and 6 percent said that he would be no help at all.



If he were wanting to know about the advantages and disadvantages of attending a junior college, the twelfth grade student responded: in school A, 68 percent felt that the counselor would be very helpful, 26 percent thought that he would be helpful, 0 percent said that the counselor would be of little help, and 6 percent responded that he would be no help at all. In school B, 66 percent responded that the counselor would be very helpful, 26 percent indicated that he would be helpful, 8 percent thought that he would be of little help, and 0 percent responded that the counselor would be no help at all. In school C, 40 percent said that the counselor would be very helpful, 46 percent indicated that he would be helpful, 2 percent thought that the counselor would be of little help, and 12 percent responded that he would be no help at all to them. In school D, 44 percent responded that the counselor would be very helpful, 44 percent felt that he would be helpful, 8 percent said that he would be of little help, and 4 percent indicated that the counselor would be no help at all.

Regarding information about college requirements, the twelfth grade student responded: in school A, 80 percent thought that the counselor would be very helpful, 12 percent said that he would be helpful, 0 percent indicated that the counselor would be of little help, and 8 percent responded that he would be no help at all to them. In school B, 74 percent felt that the counselor would be very helpful, 22 percent thought that he would be helpful, 4 percent indicated that he would be of little help, 0 percent responded that the counselor would be no help at all. In school C, 54 percent responded that the

counselor would be very helpful, 34 percent said that he would be helpful, 2 percent thought that the counselor would be of little help, 10 percent indicated that he would be no help at all. In school D, 50 percent said that the counselor would be very helpful, 42 percent felt that he would be helpful, 6 percent said that he would be of little help, and 2 percent responded that he would be no help at all.

Concerning information about scholarships, the twelfth grade student responded: in school A, 70 percent indicated that the counselor would be very helpful, 22 percent felt that he would be helpful, 2 percent thought that he would be of little help, and 6 percent said that he would be no help at all. In school B, 60 percent responded that the counselor would be very helpful, 30 percent said that he would be helpful, 10 percent answered that the counselor would be of little help, and 0 percent thought that he would be of no help at all. In school C, 48 percent thought that the counselor would be very helpful, 34 percent responded that he would be helpful, 6 percent indicated that the counselor would be of little help, and 12 percent responded that the counselor would be no help at all to them. In school D, 52 percent said that the counselor would be very helpful, 36 percent felt that he would be helpful, 10 percent indicated that he would be of little help, and 2 percent responded that the counselor would be no help at all to them. See Table 3 in the Appendix.

Regarding the helpfulness of the counselor with vocational planning problems, the twelfth grade student expressed himself in the following ways:

If he were unsure about the working conditions in his choice of

an occupation, the twelfth grade student thought: in school A, 22 percent responded that the counselor would be very helpful, 56 percent indicated that he would be helpful, 16 percent said that he would be of little help, and 6 percent said that the counselor would be no help at all. In school B, 22 percent felt that the counselor would be very helpful, 58 percent said that he would be helpful, 14 percent thought he would be of little help, and 6 percent responded that he would be no help at all. In school C, 12 percent responded that the counselor would be very helpful, 54 percent said that he would be helpful, 22 percent indicated that he would be of little help, and 12 percent thought he would be no help at all to them. In school D, 14 percent responded that the counselor would be very helpful, 42 percent indicated that he would be helpful, 38 percent responded that the counselor would be of little help, and 6 percent said that he would be no help at all.

Regarding his need for information about specific skills required in his choice of an occupation, the twelfth grade student responded: in school A, 44 percent indicated that the counselor would be very helpful, 44 percent thought he would be helpful, 10 percent responded that he would be of little help and 2 percent said he would be no help at all. In school B, 36 percent said he would be very helpful, 50 percent indicated that the counselor would be helpful, 10 percent thought he would be of little help, and 4 percent responded that he would be no help at all. In school C, 16 percent responded that the counselor would be very helpful, 62 percent indicated that he would be helpful, 12 percent said he would be of little help, and 10

percent thought he would be no help at all. In school D, 22 percent indicated that the counselor would be very helpful, 50 percent said that he would be helpful, 24 percent felt that he would be of little help, and 4 percent responded that he would be no help at all.

If he were wanting more information about his occupational aptitudes, the twelfth grade student felt this way about the counselor: in school A, 38 percent indicated that he would be very helpful, 50 percent responded that he would be helpful, 8 percent said he would be of little help, and 4 percent thought the counselor would be no help at all to them. In school B, 36 percent responded that the counselor would be very helpful, 44 percent thought he would be helpful, 18 percent said he would be of little help, and 2 percent responded with no help at all. In school C, 14 percent indicated that the counselor would be very helpful, 54 percent thought he would be helpful, 22 percent responded he would be of little help, and 10 percent said he would be no help at all. In school D, 28 percent thought the counselor would be very helpful, 40 percent responded that he would be helpful, 26 percent felt he would be of little help, and 6 percent said he would be no help at all to them.

Concerning his doubts about his occupational choice being right for him, the twelfth grade student responded: in school A, 18 percent indicated that the counselor would be very helpful, 62 percent felt he would be helpful, 14 percent responded that he would be of little help, and 6 percent said he would be no help at all. In school B, 22 percent felt that the counselor would be very helpful, 50 percent indicated that he would be helpful, 26 percent said he would

be of little help, and 2 percent thought he would be no help at all. In school C, 2 percent felt that the counselor would be very helpful, 64 percent said he would be helpful, 24 percent responded that he would be of little help, and 10 percent indicated he would be no help at all. In school D, 10 percent responded that the counselor would be very helpful, 42 percent said he would be helpful, 32 percent thought he would be of little help, and 16 percent responded he would be no help at all to them.

As to the helpfulness of the counselor with his need to decide on an occupation, the twelfth grade pupil responded: in school A, 28 percent felt that the counselor would be very helpful, 36 percent felt that he would be helpful, 28 percent responded he would be of little help, and 8 percent said he would be no help at all. In school B, 16 percent responded that the counselor would be very helpful, 42 percent thought he would be helpful, 38 percent said he would be of little help, and 4 percent felt he would be no help at all. In school C, 6 percent thought that the counselor would be very helpful, 48 percent responded that he would be helpful, 32 percent indicated he would be of little help, and 14 percent said he would be no help at all. In school D, 10 percent felt he would be very helpful, 48 percent said he would be helpful, 30 percent responded that the counselor would be of little help, and 12 percent said he would be no help at all.

If he needed help in changing his vocational plans, the twelfth grade student said this about his counselor: in school A, 48 percent thought he would be very helpful, 38 percent said he would be helpful, 8 percent responded that he would be of little help, and 6 percent

said he would be no help at all. In school B, 32 percent felt that the counselor would be very helpful, 42 percent indicated that he would be helpful, 22 percent said he would be of little help, and 4 percent said he would be no help at all to them. In school C, 6 percent responded that the counselor would be very helpful, 54 percent thought he would be helpful, 28 percent said he would be of little help, and 12 percent felt that he would be no help at all. In school D, 22 percent said the counselor would be very helpful, 52 percent said he would be helpful, 18 percent responded that he would be of little help, and 8 percent indicated he would be no help at all.

Concerning his need to know where he could find work after graduation, the twelfth grade student said: in school A, 28 percent responded that the counselor would be very helpful, 52 percent thought he would be helpful, 16 percent felt he would be of little help, and 4 percent said he would be no help at all. In school B, 16 percent indicated that the counselor would be very helpful, 42 percent felt that he would be helpful, 32 percent responded he would be of little help, and 10 percent said he would be no help at all. In school C, 6 percent felt that the counselor would be very helpful, 58 percent responded that he would be helpful, 20 percent said he would be of little help, and 16 percent indicated that he would be no help at all. In school D, 4 percent said that the counselor would be very helpful, 46 percent thought he would be helpful, 40 percent indicated that he would be of little help, and 10 percent felt he would be no help at all.

As to whether he were unsure about how to apply for a job, the

twelfth grade student saw his counselor this way: in school A, 52 percent thought that the counselor would be very helpful, 40 percent indicated he would be helpful, 6 percent said he would be of little help, and 2 percent felt that he would be no help at all. In school B, 30 percent responded that the counselor would be very helpful, 44 percent said he would be helpful, 24 percent indicated that he would be of little help, and 2 percent said he would be no help at all. In school C, 20 percent responded that the counselor would be very helpful, 54 percent thought he would be helpful, 10 percent indicated he would be of little help, and 16 percent said he would be no help at all. In school D, 32 percent said that the counselor would be very helpful, 38 percent said he would be helpful, 22 percent responded that the counselor would be of little help, and 8 percent said he would be no help at all to them. See Table 4 in the Appendix.

When an overall view of the helpfulness of the counselors in the area of personal-emotional problems is taken, it appears that the twelfth grade students have a general negative attitude. This is borne out by Table 5 in the Appendix. A larger number of negative responses were made than positive responses to seven of the eight statements about personal-emotional problems.

Concerning responses to statements posed as a problem hypothetically bothering the student in the area of personal-emotional problems, the results expressed are as follows:

As to whether the counselor would be helpful if the student thought he should quit school and go to work to help his family, 63 percent felt that the counselor would be able to acceptably assist

them and 37 percent felt that he would not be able to give them assistance.

A greater percentage of twelfth grade students felt that the counselor would not be helpful if he were not getting along well with other persons in his class. The negative responses were 62 percent and the positive responses were 38 percent.

If the student were getting into arguments all the time with his parents, 26 percent responded with a positive answer while 74 percent gave a negative response about the helpfulness of his counselor.

Regarding his feelings about the helpfulness of his counselor with the problem of his friends wanting him to try smoking pot, 31 percent indicated that the counselor would be able to acceptably assist them and 69 percent responded that he would not.

As to whether the counselor would be helpful if the twelfth grade student were hooked on heroin, 46 percent thought that the counselor would be able to acceptably assist them and 54 percent felt that he would not be able to do so.

If the twelfth grade student were wanting to be more popular with the opposite sex, 9 percent gave a positive response while 91 percent gave a negative response toward the helpfulness of his counselor.

A greater percentage of students felt that the counselor would not be able to help them if the student were needing help in deciding what his morals should be. The negative responses were 75 percent and the positive responses were 25 percent.

Regarding the twelfth grade students' feelings about the helpfulness of his counselor with the problem of pregnancy, 38 percent



answered that the counselor would be able to acceptably assist them and 62 percent felt that the counselor would not be able to do so.

Concerning responses to statements posed as a problem hypothetically bothering the student in the area of educational plans, the results are indicated as follows:

As to whether the counselor would be helpful if the student needed more information about his past grades in school, 97 percent said that the counselor would be able to acceptably assist them, and 3 percent gave a negative reply.

A larger percentage of twelfth grade students indicated that the counselor would be helpful if they were needing to learn better study habits. Seventy-two percent gave a positive response and 28 percent responded in the negative.

If the twelfth grade student were wanting information concerning what his aptitude test scores meant, 93 percent responded that the counselor would be able to assist them while 7 percent indicated that he would not be able to do so.

Regarding his feelings about the helpfulness of his counselor in discussing the wisdom of his educational plans after high school, 84 percent indicated that the counselor would be able to acceptably assist them and 16 percent responded that the counselor would not be helpful with this problem.

As to whether the counselor would be helpful if the twelfth grade student were wanting to know about the advantages and disadvantages of attending a junior college, 90 percent indicated that the counselor would be able to acceptably assist them and 10 percent said that he would not be able to do so.

If the twelfth grade student were wanting information about college requirements, 92 percent answered in the positive area that the counselor would be able to be of assistance in helping them and 8 percent answered that he would not be too helpful.

A greater percentage felt that if they were in need of information about college scholarships, the counselor would be able to give them this information. Eighty-eight percent felt that he would be able to acceptably assist them with this and 12 percent felt that he would not be helpful.

Concerning responses to statements posed as a problem hypothetically bothering the student in the area of vocational planning, the results are indicated as follows:

If the student were unsure about the working conditions in his choice of an occupation, 70 percent said that the counselor would be able to assist them while 30 percent felt that he would not be able to do so.

Regarding information about the specific skills required in his choice of an occupation, 81 percent answered that the counselor would be able to acceptably assist them and 19 percent responded otherwise.

If the twelfth grade student were wanting to know more about his occupational aptitudes, 76 percent said that the counselor would be able to acceptably assist them, 24 percent responded that he would be able to assist them in an acceptable way.

As to whether the counselor would be able to acceptably assist him with his doubts that his choice of an occupation were right for him, 68 percent responded that the counselor would be able to do

so and 32 percent indicated that he would not be able to assist them.

If the twelfth grade student were needing to decide on an occupation, 59 percent answered that the counselor would be of assistance to them and 41 percent said that his assistance would not be acceptable.

Regarding his need of help in changing his vocational plans, the twelfth grade student felt that the counselor would be able to acceptably assist him. Seventy-four percent felt he would be able to do so and 26 percent felt he would not be able to do so.

As to his need to know where he could find work after graduation, 63 percent felt that the counselor would be able to acceptably assist them and 37 percent indicated otherwise.

If he were unsure of how to apply for a job, the twelfth grade student answered that the counselor would be able to be of help. Seventy-eight percent responded that he would be of acceptable assistance to them and 22 percent felt that he would not be able to render acceptable assistance with this problem.

## Chapter 4

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

It was the purpose of this report to ascertain if twelfth grade students perceive their guidance counselors as being able to give acceptable assistance in the areas of personal-emotional problems, educational planning, and vocational planning.

A review of the literature was conducted by the investigator. This was done by reading books and periodicals with the specific goal of finding information concerning student opinions about the role and function of the guidance counselor. Several studies have made mention of student opinions, but two studies were found to be more significant than the others. The study by Grant and the study by Gibson seemed to the writer to give more specific kinds of information about student opinions toward guidance counseling services than did the others.

Grant concluded that counselors give acceptable assistance to students in the categories of educational and vocational planning, but that students failed to see the counselor or other school personnel as playing much of a role in their emotional problems.<sup>1</sup> Gibson found that students would rather talk over their problems with other

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<sup>1</sup>Grant, op. cit.

students, but felt that the overall purpose of guidance services was helpful.<sup>1</sup>

The population for this study was composed of all twelfth grade students in a metropolitan area of 250,000 persons with the sample consisting of 200 students. Four high schools in this metropolitan area were selected, and fifty students from each of the four high schools were chosen at random by the researcher without regard to sex or academic ability.

An opinionnaire was developed by the investigator which covered the three general categories of personal-emotional problems, educational and vocational planning. This was validated by conferences with Dr. Richard Brooks and the advisor.

Authorization was given to conduct the survey by the Assistant Superintendent for Secondary Education employed by the urban schools. Permission was received from the superintendents of the two suburban school systems.

The opinionnaires were administered to the sample population, completed, and returned to the surveyor. The responses were tabulated along the lines of the continuum. The responses were then expressed in percentages according to pupil opinion as to the helpfulness of the counselor. Tables were constructed to divide the data according to pupil opinion about the helpfulness of the counselor in the three categories.

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<sup>1</sup>Gibson, op. cit.

### Conclusions

The writer has come to the conclusion that guidance counselors are perceived by the twelfth grade students as being generally helpful in the areas of educational planning and vocational planning, but the counselors are not generally perceived as being able to give acceptable assistance in personal-emotional problems. The guidance counselor seems to be perceived as he was years ago in the studies made by Grant and Gibson.

Twelfth grade students have a generally positive regard for counselors when they are seeking help with educational and vocational problems, but their feelings concerning the helpfulness of counselors with their personal-emotional problems is generally negative.

It has been generally concluded by this writer that student opinion concerning the helpfulness of the counselor in these three areas has remained fairly constant over the years.

### Recommendations

The writer recommends that counselor training be strengthened and upgraded in ways that would help the counselor to become more proficient in personal-emotional counseling with clients. Competent counseling is a difficult task and training should be relevant to making the counselor properly qualified to be helpful with many different kinds of problems.

Studies of pupil feelings and opinions concerning their perception of counseling should be continued. This seems necessary if those involved in guidance counseling are to be aware of the image they are projecting to those they would help.

The writer also recommends that further studies be done pertaining to the exact reasons why students do not come to counselors more often with their personal problems. If the counselor is at fault in any way, this situation should be changed.

The writer recommends that all counselors develop an orientation program for students which would provide very specific information about all the services available through the guidance counselor. This program would include policies and statements about all phases of guidance services as well as availability of the counselor for personal counseling with problems of an intimate nature.

The writer also recommends that every counselor do continuing research pertaining to pupil opinions about counseling within his own school system. Such research would indicate some needed changes and would be very valuable for keeping counseling services relevant and dynamic.

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## APPENDIX

## OPINIONNAIRE

### Directions

Each of the following statements represents a hypothetical situation. ASSUME it is a problem which is bothering you. Please place an X in the blank following the word or words which would best describe your feelings about how helpful your guidance counselor would be in each situation.

1. I think I should quit school and go to work to help my family.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
2. I am not getting along well with other persons in my class.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
3. I am getting into arguments all the time with my parents.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
4. My friends want me to try smoking pot.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
5. I am hooked on heroin.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
6. I want to be more popular with the opposite sex.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
7. I need help in deciding what my morals should be.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_

8. I am (or My girl friend is) pregnant.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
9. I want more information about my past grades in school.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
10. I need to learn better study habits.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
11. I want information concerning what my aptitude test scores mean.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
12. I am in doubt about the wisdom of my educational plans after high school.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
13. I want advice concerning whether I should attend a college, a business school, or a technical school.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
14. I want to know about the advantages and disadvantages of attending a junior college.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
15. I want information about college requirements.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
16. I need information about college scholarships.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_

17. I am unsure about the working conditions in my occupational choice.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
18. I need more information about the specific skills required in my choice of an occupation.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
19. I want more information about my occupational aptitudes.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
20. I have doubts that my choice of an occupation is right for me.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
21. I need to decide on an occupation.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
22. I need help in changing my vocational plans.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
23. I need to know where I can find work after graduation.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_
24. I am unsure about how to apply for a job.  
My counselor would be:  
very helpful \_\_\_\_\_ of little help \_\_\_\_\_  
helpful \_\_\_\_\_ no help at all \_\_\_\_\_

Table 1

Number of Opinionnaires Administered and  
Completed in the High Schools Surveyed

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Suburban College Preparatory High School 1

Number of opinionnaires administered . . . . .	50
Number of opinionnaires completed . . . . .	50

Suburban College Preparatory High School 2

Number of opinionnaires administered . . . . .	50
Number of opinionnaires completed . . . . .	50

Urban College Preparatory High School

Number of opinionnaires administered . . . . .	50
Number of opinionnaires completed . . . . .	50

Urban Vocational-Technical High School

Number of opinionnaires administered . . . . .	50
Number of opinionnaires completed . . . . .	50

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Table 2

Percentage of Responses to Statements Concerning  
Personal-Emotional Problems

	A <sup>a</sup> (%)	B <sup>b</sup> (%)	C <sup>c</sup> (%)	D <sup>d</sup> (%)	Average (%)
1. I think I should quit school and go to work to help my family.					
Very helpful	24	28	22	28	25.5
Helpful	42	40	46	22	37.5
Of little help	22	24	18	26	22.5
No help at all	12	8	14	24	14.5
Total					100.0
2. I am not getting along well with other persons in my class.					
Very helpful	8	4	12	6	7.5
Helpful	38	36	22	26	30.5
Of little help	44	42	44	34	41.0
No help at all	10	18	22	34	21.0
Total					100.0
3. I am getting into arguments all the time with my parents.					
Very helpful	0	2	10	2	3.5
Helpful	28	22	22	16	22.0
Of little help	24	48	38	40	37.5
No help at all	48	28	30	42	37.0
Total					100.0
4. My friends want me to try smoking pot.					
Very helpful	26	10	10	4	12.5
Helpful	20	26	14	14	18.5
Of little help	16	32	26	20	23.5
No help at all	38	32	50	62	45.5
Total					100.0
5. I am hooked on heroin.					
Very helpful	48	20	22	8	24.5
Helpful	10	28	18	28	21.0
Of little help	16	32	26	24	24.5
No help at all	26	20	34	40	30.0
Total					100.0



Table 2 (continued)

	A <sup>a</sup> (%)	B <sup>b</sup> (%)	C <sup>c</sup> (%)	D <sup>d</sup> (%)	Average (%)
6. I want to be more popular with the opposite sex.					
Very helpful	0	0	0	2	0.5
Helpful	12	10	6	6	8.5
Of little help	34	34	42	24	33.5
No help at all	54	56	52	68	57.5
Total					100.0
7. I need help in deciding what my morals should be.					
Very helpful	18	18	8	2	4.0
Helpful	30	26	10	18	21.0
Of little help	32	32	32	34	32.5
No help at all	32	40	52	46	42.5
Total					100.0
8. I am (or My girl friend is) pregnant.					
Very helpful	18	18	8	10	13.5
Helpful	22	16	30	30	24.5
Of little help	28	46	26	34	33.5
No help at all	32	20	36	26	28.5
Total					100.0

<sup>a</sup>Urban Vocational-Technical High School.

<sup>b</sup>Urban College Preparatory High School.

<sup>c</sup>Suburban College Preparatory High School 1.

<sup>d</sup>Suburban College Preparatory High School 2.

Table 3

Percentage of Responses to Statements  
Concerning Educational Plans

	A <sup>a</sup> (%)	B <sup>b</sup> (%)	C <sup>c</sup> (%)	D <sup>d</sup> (%)	Average (%)
9. I want more information about my past grades in school.					
Very helpful	86	84	80	72	80.5
Helpful	10	16	14	24	16.0
Of little help	2	0	4	2	2.0
No help at all	2	0	2	2	1.5
Total					100.0
10. I need to learn better study habits.					
Very helpful	24	22	28	26	25.0
Helpful	56	48	42	42	47.0
Of little help	18	22	16	20	19.0
No help at all	2	8	14	12	9.0
Total					100.0
11. I want information concerning what my aptitude test scores mean.					
Very helpful	74	80	66	62	70.5
Helpful	18	14	28	30	22.5
Of little help	4	2	2	6	3.5
No help at all	4	4	4	2	3.5
Total					100.0
12. I am in doubt about the wisdom of my educational plans after high school.					
Very helpful	60	52	40	32	46.0
Helpful	30	34	46	42	38.0
Of little help	8	10	4	18	10.0
No help at all	2	4	10	8	6.0
Total					100.0

Table 3 (continued)

	A <sup>a</sup> (%)	B <sup>b</sup> (%)	C <sup>c</sup> (%)	D <sup>d</sup> (%)	Average (%)
13. I want advice concerning whether I should attend a college, a business school, or a technical school.					
Very helpful	62	48	36	44	47.5
Helpful	28	42	48	36	38.5
Of little help	8	8	4	14	8.5
No help at all	2	2	12	6	5.5
Total					100.0
14. I want to know about the advantages and disadvantages of attending a junior college.					
Very helpful	68	66	40	44	54.5
Helpful	26	26	46	44	35.5
Of little help	0	8	2	8	4.5
No help at all	6	0	12	4	5.5
Total					100.0
15. I want information about college requirements.					
Very helpful	80	74	54	50	64.5
Helpful	12	22	34	42	27.5
Of little help	0	4	2	6	3.0
No help at all	8	0	10	2	5.0
Total					100.0
16. I need information about college scholarships.					
Very helpful	70	60	48	52	57.5
Helpful	22	30	34	36	30.5
Of little help	2	10	6	10	7.0
No help at all	6	0	12	2	5.0
Total					100.0

<sup>a</sup>Urban Vocational-Technical High School.

<sup>b</sup>Urban College Preparatory High School.

<sup>c</sup>Suburban College Preparatory High School 1.

<sup>d</sup>Suburban College Preparatory High School 2.

Table 4

Percentage of Responses to Statements  
Concerning Vocational Plans

	A <sup>a</sup> (%)	B <sup>b</sup> (%)	C <sup>c</sup> (%)	D <sup>d</sup> (%)	Average (%)
17. I am unsure about the working conditions in my occupational choice.					
Very helpful	22	22	12	14	17.5
Helpful	56	58	54	42	52.5
Of little help	16	14	22	38	22.5
No help at all	6	6	12	6	7.5
Total					100.0
18. I need more information about the specific skills required in my choice of an occupation.					
Very helpful	44	36	16	22	29.5
Helpful	44	50	62	50	51.5
Of little help	10	10	12	24	14.0
No help at all	2	4	10	4	5.0
Total					100.0
19. I want more information about my occupational aptitudes.					
Very helpful	38	36	14	28	29.0
Helpful	50	44	54	40	47.0
Of little help	8	18	22	26	18.5
No help at all	4	2	10	6	5.5
Total					100.0
20. I have doubts that my choice of an occupation is right for me.					
Very helpful	18	22	2	10	13.0
Helpful	62	50	64	42	54.5
Of little help	14	26	24	32	24.0
No help at all	6	2	10	16	8.5
Total					100.0

Table 4 (continued)

	A <sup>a</sup> (%)	B <sup>b</sup> (%)	C <sup>c</sup> (%)	D <sup>d</sup> (%)	Average (%)
21. I need to decide on an occupation.					
Very helpful	28	16	6	10	15.0
Helpful	36	42	48	48	43.5
Of little help	28	38	32	30	32.0
No help at all	6	4	14	12	9.5
Total					100.0
22. I need help in changing my vocational plans.					
Very helpful	48	32	6	22	27.0
Helpful	38	42	54	52	46.5
Of little help	8	22	28	18	19.0
No help at all	6	4	12	8	7.5
Total					100.0
23. I need to know <u>where</u> I can find work after graduation.					
Very helpful	28	16	6	4	13.5
Helpful	52	42	58	46	49.5
Of little help	16	32	20	40	27.0
No help at all	4	10	16	10	10.0
Total					100.0
24. I am unsure about how to apply for a job.					
Very helpful	52	30	20	32	33.5
Helpful	40	44	54	38	44.0
Of little help	6	24	10	22	15.5
No help at all	2	2	16	8	7.0
Total					100.0

<sup>a</sup>Urban Vocational-Technical High School.

<sup>b</sup>Urban College Preparatory High School.

<sup>c</sup>Suburban College Preparatory High School 1.

<sup>d</sup>Suburban College Preparatory High School 2.

Table 5  
Percentage of Positive and Negative Responses to Statements  
Concerning Personal-Emotional Problems

Statement	Percent Positive <sup>a</sup> Response	Percent Negative <sup>b</sup> Response
I think I should quit school and go to work to help my family.	63	37
I am not getting along well with other persons in my class.	38	62
I am getting into arguments all the time with my parents.	26	74
My friends want me to try smoking pot.	31	69
I am hooked on heroin.	46	54
I want to be more popular with the opposite sex.	9	91
I need help in deciding what my morals should be.	25	75
I am (or My girl friend is) pregnant.	38	62

<sup>a</sup>Responses made to choices very helpful or helpful were considered to be a positive response.

<sup>b</sup>Responses made to choices of little help or no help at all were considered to be a negative response.

Table 6  
Percentage of Positive and Negative Responses to  
Statements Concerning Educational Plans

Statement	Percent Positive <sup>a</sup> Response	Percent Negative <sup>b</sup> Response
I want more information about my past grades in school.	97	3
I need to learn better study habits.	72	28
I want information concerning what my aptitude test scores mean.	93	7
I am in doubt about the wisdom of my educational plans after high school.	84	16
I want advice concerning whether I should attend a college, a business school, or a technical school.	86	14
I want to know about the advantages and disadvantages of attending a junior college.	90	10
I want information about college requirements.	92	8
I need information about college scholarships.	88	12

<sup>a</sup>Responses made to choices very helpful or helpful were considered to be a positive response.

<sup>b</sup>Responses made to choices of little help or no help at all were considered to be a negative response.

Table 7  
Percentage of Positive and Negative Responses to  
Statements Concerning Vocational Plans

Statement	Percent Positive <sup>a</sup> Response	Percent Negative <sup>b</sup> Response
I am unsure about the working conditions in my occupational choice.	70	30
I need more information about the specific skills required in my choice of an occupation.	81	19
I want more information about my occupational aptitudes.	76	24
I have doubts that my choice of an occupation is right for me.	68	32
I need to decide on an occupation.	59	41
I need help in changing my vocational plans.	74	26
I need to know <u>where</u> I can find work after graduation.	63	37
I am unsure about how to apply for a job.	78	22

<sup>a</sup>Responses made to choices very helpful or helpful were considered to be a positive response.

<sup>b</sup>Responses made to choices of little help or no help at all were considered to be a negative response.